



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

700 N Superstition Blvd, Chandler, AZ 85225

Chandler Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Performing
2002-03 Highly Performing
2001-02 Improving

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Diane Wells
Schedule : 7:30 AM to 4:30 PM
Grades : K-6
2004 Enrollment : 817
Web Address : ww2.chandler.k12.az.us/sanborn-elementary/
Phone Number : (480) 812-7300
Fax Number : (480) 812-7320
E-mail : wells.diane@chandler.k12.az.us

Mission

Each child is unique, loveable and capable of success. Our mission is to create a community of learners where each child develops a sense of self-worth, respects others, acquires essential life skills and celebrates learning as a lifelong endeavor.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Sanborn Elementary School's literacy goal is to increase the percentage of students meeting or exceeding standards as measured by the AIMS test at the third and fifth grades.
- ü Sanborn Elementary School's math goal is to increase the percentage of students meeting or exceeding standards as measured by the AIMS test at the third and fifth grades.
- ü Staff will pursue avenues to enhance opportunities for all children, and students will demonstrate progress in academic areas as measured by national, state and district assessments.

Enrollment

October 1, 2003 School Year Student Enrollment : 818
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 76

Instructional Programs

- ü Computer Education K-6
- ü General Music K-6
- ü Strings/Band/Choir 5-6
- ü Physical Education K-6
- ü Library Skills K-6

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	7/27/2004
Last Day of School :	6/1/2005

Shared Responsibilities

School

Sanborn prides itself in a strong partnership between home and school. Parents feel welcome and respected at Sanborn. A safe environment, quality instruction, high academic and behavioral expectations, and effective communication are also priorities.

Parents

We believe that parents are the child's most important teachers and hold the key to school success. Ensuring regular, on-time attendance, providing a quiet study place, monitoring homework and attending conferences are other ways parents can assist.

Transportation Policy

Sanborn's attendance area covers one and one-half square miles. Approximately 210 of our 810 students are transported by the district. This includes 105 students who live beyond one mile, 56 students who live in an apartment complex near a busy intersection, and 49 students assigned to Sanborn's gifted program who live outside of our boundaries.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü National Blue Ribbon School of Distinction Award	2002
ü Winner of District Battle of the Books Competition	2003
ü Clean Schools Award - 1997-2004	2004
ü Boys' Basketball Team Won District Championship	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	126	2220	75509	100	100	100	548	531	521	3	8	13	10	19	23	39	37	33	48	36	31
All Students (Prior Year)	109	2034	75372	96	98	100	541	529	523	1	7	9	19	20	25	38	39	36	41	34	30
Female	62	1107	37013	100	100	100	554	534	522	3	7	12	10	19	24	29	38	33	58	37	31
Male	64	1113	38430	100	99	99	541	528	521	4	9	14	9	20	22	50	36	33	38	35	31
African American	NC	124	3660	NC	98	99	NC	514	496	NC	11	24	NC	23	31	NC	40	28	NC	25	18
Hispanic	32	705	30486	100	100	99	529	510	505	4	14	18	20	29	29	44	37	32	32	20	21
Asian/Pacific Islander	NC	124	1780	NC	100	98	NC	557	549	NC	4	5	NC	9	13	NC	31	33	NC	56	50
American Indian/Alaskan Native	NC	28	4075	NC	100	100	NC	509	486	NC	19	28	NC	23	34	NC	35	26	NC	23	12
White	78	1232	35192	100	99	99	555	541	534	3	5	8	5	15	19	39	37	35	53	43	39
Students with Disabilities	13	252	9708	100	100	100	525	508	489	0	15	32	0	33	27	100	29	24	0	23	17
Students without Disabilities	113	1968	65801	99	99	98	549	533	525	4	7	11	10	18	23	37	38	34	50	37	33
Limited English Proficient Students	NC	259	16928	NC	63	100	NC	470	485	NC	37	29	NC	37	33	NC	22	26	NC	3	12
Migrant Students	--	35	750				--	486	499	--	26	21	--	35	29	--	30	30	--	9	20
Economically Disadvantaged	29	689	36411				520	508	503	10	15	19	33	30	29	33	35	32	24	20	20
Non-Economically Disadvantaged	97	1531	39040				554	540	534	2	5	8	4	15	19	40	38	34	53	42	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	126	2224	75492	100	100	100	538	526	519	3	8	12	5	14	16	52	50	47	40	29	24
All Students (Prior Year)	109	2040	75221	96	98	100	532	529	523	4	5	8	8	12	16	59	57	56	29	25	21
Female	62	1107	37014	100	100	100	545	531	523	3	5	10	7	12	15	34	48	48	56	35	27
Male	64	1117	38400	100	100	99	530	521	516	2	11	14	4	15	17	71	52	47	23	23	21
African American	NC	124	3665	NC	98	99	NC	518	505	NC	9	20	NC	19	22	NC	49	43	NC	23	14
Hispanic	32	708	30438	100	100	99	529	510	508	8	14	17	8	22	21	48	49	47	36	15	15
Asian/Pacific Islander	NC	124	1773	NC	100	98	NC	536	534	NC	4	4	NC	11	10	NC	49	50	NC	37	36
American Indian/Alaskan Native	NC	28	4081	NC	100	100	NC	513	498	NC	13	25	NC	29	26	NC	42	40	NC	17	8
White	78	1233	35177	100	99	99	542	534	528	0	5	8	3	9	13	55	50	49	43	35	31
Students with Disabilities	13	254	9707	100	100	100	512	513	495	0	14	33	25	25	21	75	43	33	0	19	13
Students without Disabilities	113	1970	65785	99	99	98	539	527	522	3	7	10	5	13	16	51	50	49	41	29	26
Limited English Proficient Students	NC	259	16905	NC	63	100	NC	477	489	NC	44	34	NC	36	28	NC	20	32	NC	0	6
Migrant Students	--	35	763				--	501	499	--	17	21	--	30	30	--	43	40	--	9	8
Economically Disadvantaged	29	690	36302				518	509	507	10	15	18	10	22	21	67	49	46	14	14	14
Non-Economically Disadvantaged	97	1534	39164				542	532	528	1	5	8	4	10	13	49	50	48	46	34	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	126	2206	75053	100	99	99	628	618	597	4	4	7	8	8	12	75	77	72	13	11	9
All Students (Prior Year)	109	2003	73654	96	96	99	542	540	530	5	6	9	11	10	13	70	74	70	13	10	7
Female	62	1102	36872	100	100	99	652	642	621	0	1	5	5	6	9	78	79	74	17	14	12
Male	64	1104	38109	100	98	99	604	594	573	9	7	10	11	10	14	71	75	69	9	8	6
African American	NC	124	3636	NC	98	99	NC	597	568	NC	3	12	NC	10	16	NC	78	67	NC	9	6
Hispanic	32	694	30235	100	99	98	598	582	575	8	6	9	8	13	14	68	75	70	16	6	6
Asian/Pacific Islander	NC	124	1768	NC	100	98	NC	654	651	NC	4	3	NC	2	5	NC	79	72	NC	16	19
American Indian/Alaskan Native	NC	28	4044	NC	100	99	NC	582	550	NC	4	13	NC	13	17	NC	79	66	NC	4	4
White	78	1230	35028	100	99	99	630	635	613	4	3	6	9	6	10	75	78	73	12	13	11
Students with Disabilities	13	251	9625	100	100	100	569	555	530	25	18	21	25	18	21	50	57	55	0	7	4
Students without Disabilities	113	1955	65428	99	99	98	630	623	604	4	3	6	7	7	11	76	78	73	14	11	10
Limited English Proficient Students	NC	253	16765	NC	62	100	NC	527	525	NC	12	17	NC	22	20	NC	63	60	NC	3	2
Migrant Students	--	34	752				--	543	562	--	5	9	--	36	18	--	55	68	--	5	5
Economically Disadvantaged	29	680	36077				544	580	566	10	4	10	14	13	16	76	77	69	0	5	5
Non-Economically Disadvantaged	97	1526	38950				647	633	618	3	4	5	6	6	9	74	77	73	16	13	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	2175	76019	100	99	100	533	510	499	4	9	14	27	33	39	19	16	14	50	42	33
All Students (Prior Year)	135	2101	76230	96	99	100	520	510	498	0	8	12	34	33	38	17	15	12	49	45	37
Female	71	1073	37207	100	99	100	528	511	499	1	7	12	31	36	41	23	17	14	44	40	33
Male	47	1099	38677	100	99	100	543	509	498	9	12	15	17	31	38	11	14	13	63	44	34
African American	NC	132	3817	NC	100	100	NC	490	475	NC	16	23	NC	43	47	NC	16	11	NC	26	18
Hispanic	20	640	29458	100	98	100	496	483	480	17	18	20	28	47	48	33	13	12	22	22	20
Asian/Pacific Islander	12	98	1673	100	100	99	600	542	531	0	4	4	0	22	29	17	12	14	83	62	53
American Indian/Alaskan Native	NC	38	4735	NC	97	100	NC	485	466	NC	18	28	NC	38	49	NC	21	10	NC	24	13
White	76	1257	35880	100	99	100	528	522	515	1	5	7	33	28	32	15	17	16	51	51	45
Students with Disabilities	15	268	9786	100	100	100	588	477	457	0	26	39	0	41	40	0	7	7	100	25	13
Students without Disabilities	103	1907	66233	100	99	99	532	513	503	4	8	11	27	33	39	19	16	14	50	43	35
Limited English Proficient Students	NC	220	15206	NC	73	100	NC	442	459	NC	44	31	NC	48	53	NC	5	7	NC	3	9
Migrant Students	--	37	745				--	471	473	--	19	22	--	63	53	--	15	11	--	4	15
Economically Disadvantaged	23	642	35714				515	482	480	18	19	20	12	46	47	29	11	12	41	23	20
Non-Economically Disadvantaged	95	1533	40266				536	520	513	1	6	9	30	29	33	17	17	15	52	49	43

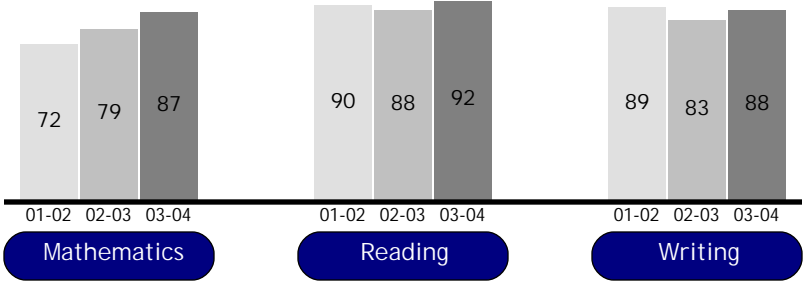
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	2174	76020	100	99	100	514	506	503	9	22	25	25	20	23	49	43	40	17	14	12
All Students (Prior Year)	135	2096	76202	96	99	100	520	509	505	8	13	19	13	22	24	60	52	46	18	13	11
Female	71	1073	37213	100	99	100	512	507	504	7	18	22	27	23	23	54	44	42	11	15	13
Male	47	1098	38666	100	99	100	519	504	501	14	26	29	19	18	22	39	42	38	28	14	12
African American	NC	132	3819	NC	100	100	NC	496	494	NC	29	37	NC	34	26	NC	35	31	NC	3	6
Hispanic	20	639	29442	100	98	99	496	491	494	28	45	37	39	23	26	28	27	31	6	5	6
Asian/Pacific Islander	12	97	1672	100	100	99	519	521	513	0	9	12	8	10	19	58	58	49	33	24	20
American Indian/Alaskan Native	NC	38	4735	NC	97	100	NC	501	489	NC	29	48	NC	29	25	NC	35	24	NC	6	3
White	76	1258	35890	100	99	100	519	512	511	6	12	15	24	19	20	51	50	48	19	19	18
Students with Disabilities	15	268	9784	100	100	100	511	493	485	33	47	58	0	18	19	0	27	19	67	8	4
Students without Disabilities	103	1906	66236	100	99	99	514	507	504	9	20	23	25	21	23	50	44	42	16	15	13
Limited English Proficient Students	NC	219	15198	NC	73	100	NC	472	483	NC	88	59	NC	7	25	NC	4	14	NC	0	1
Migrant Students	--	37	743				--	480	488	--	73	50	--	19	28	--	8	19	--	0	3
Economically Disadvantaged	23	640	35703				509	491	494	18	44	37	47	24	26	29	28	31	6	4	6
Non-Economically Disadvantaged	95	1534	40274				515	511	509	8	14	17	20	19	20	53	49	47	19	18	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	2165	75673	100	99	100	561	544	530	7	7	12	14	23	25	74	65	58	6	4	4
All Students (Prior Year)	135	2069	74692	96	98	99	519	514	502	8	11	18	18	24	27	64	55	47	10	10	8
Female	71	1070	37099	100	99	100	561	563	548	4	4	8	16	21	22	74	69	64	6	6	6
Male	47	1092	38441	100	99	99	561	525	513	11	10	16	11	26	29	72	61	52	6	3	3
African American	NC	131	3791	NC	100	99	NC	534	506	NC	6	18	NC	32	29	NC	57	50	NC	5	3
Hispanic	20	638	29305	100	98	99	530	507	507	11	15	16	22	30	31	67	54	51	0	1	2
Asian/Pacific Islander	12	98	1665	100	100	99	626	590	573	0	3	6	8	14	16	83	72	67	8	11	10
American Indian/Alaskan Native	NC	38	4707	NC	97	100	NC	537	492	NC	3	19	NC	35	33	NC	56	46	NC	6	1
White	76	1250	35760	100	98	99	554	558	550	7	4	9	13	20	21	74	70	64	6	5	6
Students with Disabilities	15	267	9706	100	100	100	448	500	462	33	14	36	33	39	32	33	44	31	0	2	1
Students without Disabilities	103	1898	65967	100	98	99	564	548	536	6	7	10	14	22	25	75	67	60	6	5	5
Limited English Proficient Students	NC	218	15115	NC	72	100	NC	455	471	NC	27	26	NC	46	38	NC	25	35	NC	1	1
Migrant Students	--	37	738				--	453	488	--	37	23	--	30	33	--	33	43	--	0	1
Economically Disadvantaged	23	637	35541				505	508	504	18	13	17	12	32	31	71	53	50	0	2	2
Non-Economically Disadvantaged	95	1528	40091				572	558	550	4	5	9	15	20	21	74	69	64	7	5	6

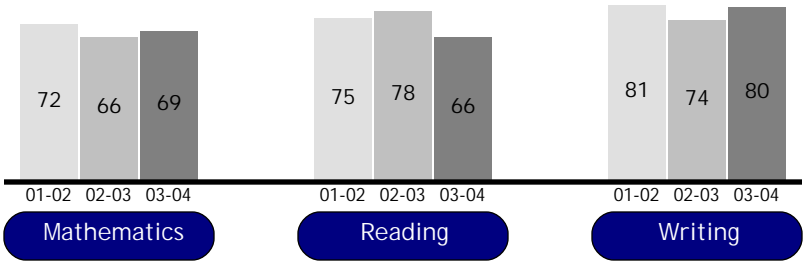
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	74	53	44	98	71	57	50	99	76	NA	58
	Language	95	71	50	39	99	70	53	43	100	71	58	50
	Mathematics	95	79	63	52	98	81	63	57	100	83	71	64
3	Reading	94	64	51	43	99	70	56	47	100	75	NA	55
	Language	94	73	57	50	99	71	63	54	100	79	66	61
	Mathematics	94	76	56	50	99	80	61	54	100	80	66	61
4	Reading	91	69	56	47	98	69	60	52	100	74	NA	56
	Language	90	62	53	45	100	63	54	48	100	67	59	52
	Mathematics	91	72	59	52	99	71	61	57	100	72	68	61
5	Reading	91	61	54	46	99	69	58	50	98	73	NA	55
	Language	91	59	50	43	100	65	54	46	98	68	56	49
	Mathematics	91	68	60	54	100	79	65	57	98	81	69	63
6	Reading	91	75	57	49	100	77	59	53	97	67	NA	56
	Language	91	74	51	42	100	70	52	45	98	62	57	48
	Mathematics	91	87	65	58	100	83	68	62	97	78	74	66

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 9 Teacher(s)
- 8 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Proposition 301 Budget
- Ü Solicitation of Tax Credit Donations
- Ü School Safety Issues
- Ü Art Masterpiece
- Ü Curricular and Instructional Issues
- Ü Parent/Educator Relations

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	39.50
Other Professional Staff	3.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	6	4	0	0
7 to 9 years	0	1	0	0
10 or more years	9	22	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	35
Core academic classes taught by Highly Qualified (NCLB) teachers.	66
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer Lab with Internet Access
- Ü Multi-Purpose Room with Stage
- Ü Library/Media Center
- Ü Outdoor Amphitheater

Extracurricular Activities

- Ü Student Council
- Ü Safety Squad
- Ü Booster Club
- Ü Flag Team
- Ü Yearbook
- Ü Chess Club
- Ü Running Club
- Ü Science Club

Social Services

- Ü Health Services
- Ü Parenting Classes
- Ü Breakfast/Lunch Programs
- Ü YMCA Lunchtime Intramural Program
- Ü Bus Transportation
- Ü Counseling Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü At the 2004 6th Grade Regional Math Challenge, Sanborn won a total of 16 individual and team awards in events including mental math, probability, algebra, data analysis, geometry, problem solving, and terminology. They took home the 2nd place trophy.
- ü Sanborn has a highly successful athletic program that boasts many awards and honors. Our Running Club was the winner of the Gilbert Days Trophy and we were the Chandler City-Wide Track champs for the 11th straight year.
- ü At the 2004 CARSEF, held at ASU, Sanborn students placed 1st and 2nd in the Earth and Space Sciences Division, 1st in Energy and Materials, 2nd in Life Sciences, 1st, 2nd, and 3rd in Physical Sciences, and 2nd and 3rd in Technical Writing.
- ü Sanborn is a very giving school and has participated in numerous charitable events. Since 1996, our school has raised over \$90,000 for the American Heart Association through the Jump Rope for Heart program.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	1	2	2	2
Transfers In ⁷ (Out of District)	5	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	62	70
Grades 3-4	76	62
Grades 4-5	66	78
Grades 5-6	72	73

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Sanborn has a comprehensive safety and crisis prevention manual with specific procedures that we practice regularly. We also received a grant in 2003 to implement the Second Step program school-wide. This program is a research based, comprehensive violence prevention program that addresses empathy training, problem solving, self-control, and anger management. It also has components that address bullying and intimidation.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Diane Wells	(480) 812-7300
Transportation Policy	Sterling Skousen	(480) 812-7275
Community Resources	Amy Spletter	(480) 812-7300
School Nutrition Programs	Cathy Brown	(480) 812-7240
Parent Organization	Sanborn PTO	(480) 812-7300
Student Health/Nurse	Arlene Martinez	(480) 812-7302

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (-). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.